



# **Nebraska Family & Consumer Science Teacher Mentoring Program**

**2019-2020  
Protégé Handbook**

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## **A Note to Protégés**

First of all, thank you for embarking on a new venture for Nebraska Family and Consumer Sciences. Your willingness to learn and grow will not only serve you well but will allow Nebraska to continue to lead the way across the nation.

Through the efforts of the “Scottsdale in Nebraska reVISION of FCS” in January 2014, the absence of a formalized mentoring program was identified and flagged as an area to address. As work was started on this program, the realization that it was missing from so many other state’s teacher supports was even more startling.

Over the course of a year this program has been under development, review, modification, and now, the finished product is ready to share with everyone. I am proud of the work that has been put forth and look forward to this program being a part of the professional growth of so many future Family and Consumer Sciences teachers.

Work began and continues thanks to generous funding from the Family and Consumer Sciences Teachers of Nebraska (FCSTN). Without their contributions both financially and professionally, this program would have been nearly impossible. I would like to say a special thank you to the following individuals for their dedication and commitment throughout the process:

Kristin Vest, 2015-2016 FCSTN President  
*Kearney High School, Kearney*

Angie Ehlers  
*Overton High School, Overton*

Lisa Groth  
*Boone Central High School, Albion*

Mary Lou Vossler  
*Exeter-Milligan High School, Exeter*

Anne Schmall, 2016-2017 ACTEN President  
*Bluffs Middle School, Scottsbluff*

Camelle Kinney  
*Lincoln North Star, Lincoln*

Kim Scarborough  
*Neligh-Oakdale High School, Neligh*

Suzanne Martin  
*Medicine Valley Jr/Sr High School, Curtis*

## **Mission of Nebraska FCS Mentor and Protégé Program**

The mission of the Nebraska FCS Mentor and Protégé Program is to facilitate the growth of new FCS professionals through structured experiences and networking while empowering experienced FCS professionals in their own career.

This will be accomplished by:

- Networking with professional peers
- Developing strong FCS curriculum
- Promoting FCCLA and/or Educators Rising programs
- Becoming a reflective, active professional

## **Keys to a Positive Mentoring Experience**

In many ways, mentoring is a “get out what you put in” kind of activity. While this may be fine for things like exercise or learning a new skill, when we talk about mentoring, it is not just you who is hoping to get something out of the experience.

The best mentoring experiences lead to an enrichment of both the mentor and protégé. In order to help provide that enrichment, mentors and protégés should consider the following keys.

Qualities of a good protégé:

- Be supportive and encouraging of process
- Be nonjudgmental
- Be patient
- Be open to new ideas and technology
- Share examples and knowledge with mentor
- Be dedicated to the process
- Be consistent in communications with mentor
- Willing to ask for assistance from mentor and others
- Communicate struggles and successes openly and honestly

## Requirements of a Protégé

The following requirements have been set for those considering engaging as a Protégé

Requirements of a Protégé:

- Attend Mentor and Protégé Professional Development (January)
- Communicate with mentor verbally 6 times and in person 1 time per semester. This contact outside of other FCCLA, ESU, FCS or professional conferences and these meetings are not a substitute for monthly communication with mentor.
- Encourage mentor to share resources and ideas with you and others
- Invite Career Field Specialist to school during year
- Complete end of year and mid-year evaluation
- Attend NCE Conference and Banquet prior to Year 2
- Complete contact log for each semester
- Attendance at least one FCCLA or Educators Rising is highly encouraged.

## Required Meetings and Activities

Month	Meeting/Activity
June	<ul style="list-style-type: none"><li>• Initial meeting</li><li>• Sign up for FCS Listserv</li><li>• Complete Mentor application and submit by February 1</li></ul>
August	<ul style="list-style-type: none"><li>• Welcome mentor to school for room set-up and beginning of year assistance</li></ul>
October	<ul style="list-style-type: none"><li>• Attend FCS Fall Workshop sponsored by NDE. Check <a href="http://www.education.ne.gov/HSE/">http://www.education.ne.gov/HSE/</a> website for location and date details</li></ul>
November	<ul style="list-style-type: none"><li>• Visit mentor's school and observe teaching</li></ul>
January	<ul style="list-style-type: none"><li>• Mentor Training Meeting</li><li>• Complete Mid-Year Report Form</li></ul>
May	<ul style="list-style-type: none"><li>• Final meeting/Evaluation meeting</li><li>• Complete Follow-up Form for Protégé</li><li>• Submit Program Evaluation Form</li></ul>

## Conversation Topic List

Conversation Topic:	Category:	Month:
Initial Meeting: <ul style="list-style-type: none"> <li>• Expectations of the relationship</li> <li>• Personal background, experience</li> <li>• First Date kind of stuff</li> </ul>	Personal	June/July
Professional involvement and professional organizations <ul style="list-style-type: none"> <li>• FCSTN</li> <li>• NAFCS</li> <li>• ACTEN</li> <li>• NEA/Local Education Association</li> <li>• Professional Organizations related to Education</li> <li>• Professional Dress</li> </ul>	Professional	July-August
How's it Going? "Empty the Cup" Preparation before school starts: <ul style="list-style-type: none"> <li>• Even if you aren't given keys to your classroom - make the arrangements to get into the school to see your classroom and get answers to some of these questions</li> <li>• Budget</li> <li>• Courses teaching</li> <li>• Class syllabus</li> <li>• Lesson Plans</li> <li>• What resources do you have - resource evaluation               <ul style="list-style-type: none"> <li>○ Supplies in cupboards</li> <li>○ Textbooks</li> <li>○ Technology - classroom/school access</li> <li>○ Curriculum Expectations</li> <li>○ Filing cabinet - files</li> <li>○ Videos/DVDs</li> </ul> </li> <li>• National/State Standards - Where are they? What % do you have to teach?</li> <li>• Programs of Study - Course Titles and Codes</li> <li>• Resources from NDE</li> <li>• Leap packet</li> <li>• Classroom Rules &amp; Procedures               <ul style="list-style-type: none"> <li>○ Tardies</li> <li>○ Unexcused Policy</li> <li>○ Cell Phone/Electronic Device</li> <li>○ Restroom or other student interruptions</li> </ul> </li> <li>• Grading and late work Policy</li> </ul>	Classroom	August (before school starts)

<ul style="list-style-type: none"> <li>● List of questions to ask school mentor/contact person <ul style="list-style-type: none"> <li>○ Lesson Plans expectations - format, how to/required to submit, link to standards</li> <li>○ Grading - system, policy, zeros given, late work, no homework</li> <li>○ Budget</li> <li>○ Perkins Grant Opportunities</li> <li>○ Professional Development leave</li> <li>○ School Policy/expectations for purchase orders (this is questions to ask your school mentor)</li> <li>○ Technology Policy - 1:1 device/cell phone use in the classroom</li> <li>○ Contract info <ul style="list-style-type: none"> <li>■ Sick Leave</li> <li>■ FlexSpend (125 Plan)</li> <li>■ Extra Duty - pay/expectations</li> <li>■ Salary Schedule</li> </ul> </li> <li>○ Outside use of your classroom - yes/no and expectations of usage of room and or equipment, supplies, food, etc.</li> <li>○ Expectations of Field Trips - forms, budget</li> <li>○ Timeline of curriculum details in your school <ul style="list-style-type: none"> <li>■ course offerings</li> <li>■ ordering</li> <li>■ budget</li> </ul> </li> </ul> </li> <li>● Review the conversation topic list to see if things need to be moved to fit your schools time schedule</li> </ul>		
<p>How's it Going? "Empty the Cup"</p> <ul style="list-style-type: none"> <li>● Classroom Management Behavior Plan</li> <li>● Lab Management</li> <li>● Resource Review - Do you have what you need to be effective? What are you missing?</li> <li>● Sign up for Fall Workshop</li> <li>● Parent-Teacher Conferences</li> <li>● Relationship with staff. On-site mentor?</li> <li>● Social Media/texting protocol with students and parents (School or District Policy)</li> </ul>		September
<p>How's it Going? "Empty the Cup"</p> <ul style="list-style-type: none"> <li>● Attend Fall Workshop</li> <li>● Website - does your school require, what to include</li> <li>● End of 1st quarter responsibilities <ul style="list-style-type: none"> <li>○ report cards</li> </ul> </li> </ul>		October
<p>How's it Going? "Empty the Cup"</p>		November

<ul style="list-style-type: none"> <li>Assessments: <ul style="list-style-type: none"> <li>End of Semester Assessments</li> <li>Portfolios</li> </ul> </li> <li>Course Codes - Programs of Study</li> </ul>		
<p>How's it Going? "Empty the Cup"</p> <p>End of 1st Semester</p> <ul style="list-style-type: none"> <li>Grading</li> <li>Department "closing/cleaning", reorganization of classroom, preparing for new classes</li> <li>Promoting your program in the community</li> <li>Advisory Council - school, Perkins</li> </ul>		December
<p>How's it Going? "Empty the Cup"</p> <ul style="list-style-type: none"> <li>CTE Month Pre-planning</li> <li>Start considering upcoming course offerings for the next school year, meet with Guidance Counselor and/or Register</li> <li>New class offerings</li> </ul>		January
<p>How's it Going? "Empty the Cup"</p> <ul style="list-style-type: none"> <li>CTE Month</li> </ul>		February
<p>How's it Going? "Empty the Cup"</p> <p>School Specific Stuff:</p> <ul style="list-style-type: none"> <li>Budget</li> <li>Purchase Orders for new equipment</li> <li>Registration for students for upcoming year</li> </ul>		March
<p>How's it Going? "Empty the Cup"</p> <ul style="list-style-type: none"> <li>Register for NCE Conference</li> <li>Graduate-level courses or opportunity for advancement</li> </ul>		April
<p>How's it Going? "Empty the Cup"</p> <p>End of School Year Wrap-up</p> <ul style="list-style-type: none"> <li>Reflection of teaching</li> <li>Checklist of mentoring program</li> <li>Department cleaning/organizing</li> <li>Purchase Order requests for next year</li> </ul>		May
Attend NCE Conference in Kearney (the first full week of June)		June



## Reports, Follow-Up, and Evaluation

In order to continually improve the program and thus the future of Family and Consumer Sciences teachers in Nebraska, your participation in mid-year and year-end reporting and evaluating is vital. The following due dates are in place for this information

<b>January 15</b>	<b>Mid-Year Report Form</b> This will help identify key needs that can be addressed immediately as well as determine relational differences that will be unproductive to the Protégé's growth.
<b>May 15</b>	<b>Follow-Up Form</b> This form will be utilized by NDE and FCSTN to provide continued support to the Protégé that will best meet their professional growth needs <b>Program Evaluation Form</b> This evaluation will take place on an online response form. The specific questions can be found in the appendices

# Appendices

Protégé Application Form  
Contact Log Form  
Protégé Report Form  
Program Evaluation Questions

Note: These are sample forms. All fillable PDF forms should be accessed on the NDE Family and Consumer Sciences website at [http://www.education.ne.gov/HSE/beginning\\_FCS\\_teacher\\_program.html](http://www.education.ne.gov/HSE/beginning_FCS_teacher_program.html).



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<https://sites.google.com/site/fcsteachersofnebraska/home>

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### Protégé Application

Complete and submit to Kristin Vest at [Kristin.vest@nebraska.gov](mailto:Kristin.vest@nebraska.gov) by August 1.

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Email/summer email if different: \_\_\_\_\_

Home Address: \_\_\_\_\_

School building you will be teaching in : \_\_\_\_\_ FCCLA Adviser?: \_\_\_\_\_

Are you a member of any professional organizations? \_\_\_\_\_ If so, what? \_\_\_\_\_

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What courses do you feel competent in sharing resources and struggles?

Course	Years of Experience	Distance Ed?

What are your previous teaching/employment experiences? (ie, student teaching, other subjects, etc.)

Explain your educational philosophy.

What do you hope to gain personally/professionally from this experience?

What related community activities are you involved with? And to what degree?

What do you enjoy doing outside of teaching?

What are your top three areas of teaching are of greatest concern to you as you begin your career?  
(For example: courses, classroom management, time management, FCCLA, organization, etc)

I have read and understand the guidelines for the Nebraska FCS Mentor and Protégé Program. If selected, I will contribute my resources and knowledge to professional growth as a Family and Consumer Sciences teacher.

\_\_\_\_\_  
Signature of Protégé

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School Administrator

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date



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### Mentor/Protege' Contact Log

Fall Semester log due January 15

Spring Semester log due May 15

Both the Mentor and Protégé will complete two logs per year.

#### Contact Information

Mentor	
Mentor Name	
Home Phone	
Cell Phone	
Able to send/receive text messages	
Home email	
Best time to contact	
School phone	
School email	
Social media contact	
Protégé	
Mentor Name	
Home Phone	
Cell Phone	
Able to send/receive text messages	
Home email	
Best time to contact	
School phone	
School email	
Social media contact	

### Contact Log

The **minimum** number of six verbal contacts and one face to face contact is required per semester.

Date and Type of Contact	Person Who Initiated Contact	Result Summary



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## Nebraska FCS Mentor and Protégé Program Protégé Report Form

\_\_\_\_\_ Mid-Year Report (Due January 15)

\_\_\_\_\_ Year-End Report (Due May 15)

Name \_\_\_\_\_ Mentor \_\_\_\_\_

The following activities are ones in which I received guidance, resources, and/or time from my Mentor.

The following are areas in which my I excelled.

The following are areas in which my I will continue to need additional guidance and growth

I \_\_\_\_\_AM \_\_\_\_\_AM NOT interested in continued mentorship with this mentor through the Nebraska FCS Mentor and Protégé Program (not eligible after the second completed year).



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### Nebraska FCS Mentor and Protégé Program Program Evaluation Questions

**Will be emailed to you by June 15<sup>th</sup>**

The following are the questions that appear on the form.

- ☐ Why did you decide to participate in this program?
- ☐ How receptive would you state your mentor/protégé was?
- ☐ What are some areas in which you feel this program is strong?
- ☐ What are some ways in which you feel this program could improve?
- ☐ Are there other things you would like to share?

All responses will be kept confidential unless you request that we follow up directly with you and you choose to share your contact information. This online survey must be completed by May 15.

Your assistance in helping this program improve is appreciated.